**Task 1: Strength and Voices (App. 5 Days)**

**Perspectives and Point of View**

**Can the World be a Fair and Just Place?**

Students will read and analyze various texts based on the Vietnam War. Using the information from the texts, students will have a choice of creating a Found Poem for Two Voices that portrays the different viewpoints of the Vietnam War.

**Teacher:** Anderson, Lee, Melton, & Perrini **Grade/Course:** 7th ELA **Lesson** 2

\*Prerequisites: First of the year responsibilities, pre-assessments, and activities; Lesson 1

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| **Unit Title: (1) Two Sides of Every Story** | | **Corresponding Unit Task: Task 1** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics? | |
| **Essential Vocabulary** | (Same as Lesson 1 )  + Text Vocabulary:  main idea – the topic of the text, selection, or section.  evidence – proof  appropriate – fits the purpose  adequate – enough, or sufficient  accurate – true  delineate - to portray in words; describe or outline with precision  \*Choose vocabulary from text(s). | |
| **Materials/Resources** | \*KWHL Chart  \*Notebook/Pen(cil)  \*  **Vietnam Veterans Against the War - Statement to Congress** <http://www.pbs.org/wgbh/amex/vietnam/psources/ps_against.html> **Memory of a South Vietnamese Paratrooper** <http://www.pbs.org/wgbh/amex/vietnam/reflect/truong.html>  **A story in photographs \*click under “documents” at the bottom for links to photographs**  <http://www.archives.gov/education/lessons/vietnam-photos/>  **Binh’s story**  <http://www.pbs.org/vietnampassage/Stories/stories.binh.02.html>  **Fighting the Vietnam War-Video clip**  <http://player.discoveryeducation.com/index.cfm?guidAssetId=9B061BA1-4497-4D88-904D-345E19F69B79&blnFromSearch=1&productcode=US>  **Vietnam War Protests** <http://www.teachertube.com/viewVideo.php?video_id=105895&title=Vietnam_War_Protests> **Venn Diagram** Interactive - <http://www.readwritethink.org/files/resources/interactives/venn/> One to print - <http://www.eduplace.com/graphicorganizer/pdf/venn.pdf> | |
| **Activating Strategy/ Bell Ringer** | Review the KWHL chart from Lesson 1. Is there anything we want to add to the K & W? | |
| **Balanced Literacy Components Addressed:**   * Reading   Writing   * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  ***Power Standards***  **RL 7.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  **RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally and explain how the ideas clarify a topic, text, or issue under study.  **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **RI.7.3**- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **RI.7.6**- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **SL.7.3** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  **W.7.9**- Draw evidence from literary or informational texts to support analysis, reflection, and research.  **I Can Statements:**  I can…  …explain how an author uses or alters history. **(RI.7.9)**  … understand and explain information presented in various formats. **(SL.7.2)**  … explain how the ideas clarify the topic. **(SL.7.2)**  ...use grade appropriate vocabulary. **(L.7.6)**  …define point of view. **(RI.7.6)**  …determine the author’s point of view in a text. **(RI.7.6)**  … use pieces from literary texts to support my writing. **(W.7.9)**  …use pieces from informational texts to support my writing. **(W.7.9)**  explain how the author’s point of view is different from others. **(RI.7.6)**  **Instructional Plan:**   1. Add to the KW in the chart. 2. Introduce the document. 3. Using the sites provided, have student groups read 2 different perspectives of the Vietnam War. (Teachers can determine from the resources provided or other resources which texts they want each group to read.) 4. As students read each text, they should take notes on how the perspectives, main ideas, and views are presented in the texts they are assigned. 5. What specific words does each author use to convey his point of view of the war? Students can use graphic organizer below as a guide:      1. After students have read two texts, they should write a brief summary of each text including how the perspectives of each author are different. Include how each author shapes their presentations of key events and emphasizes different facts. The summary should also include an analysis of how the events of the Vietnam War impact the individuals in the texts that were read. This can be completed as a jigsaw. Students can then share out with other groups. 2. (Independent) Once students have discussed the texts, they need to complete Venn Diagrams, or foldables that compare and contrast the fictional account of the war (from Lesson 1) with one of the informational accounts the students read. | |
| **Closing/Summarizing Strategy** | 1. Complete the H & L portion of the chart for today. 2. Students’ Ticket-out-the-door is their Venn/Foldable | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| • Students will do a study of songs study inspired by the Vietnam War:  “War”  “Tears of a Clown”  [Vietnam War Songs](file:///E:\7th%20Grade\Vietnam%20war%20songs.docx)  How do those songs add to the tone/mood? What is the connection to the concept of war? | • Partner student based on strengths and area(s) of need  • Provide audio copies of readings to allow for additional reads if needed  • Provide partially constructed 2-colum notes (or other scaffold note-taking )for student to complete as the text is read  • Monitor student progress on task | KWHL chart – After completing the chart and sharing the information and questions the students may have, show some visuals or let students explore books  [Books for Children](file:///E:\7th%20Grade\Children's%20books%20-%20Vietnam.docx); <http://www.vietvet.org/visit/px/t-v.htm>  on the Vietnam War for them to have a clear understanding of the event/setting and conflict.  Watching a Video – Support oral discussions with visuals and written notes on the board to aid students’ understanding.  Different Perspectives – In groups of varied levels of proficiency, students complete a Venn diagram as they read and find differences and similarities between the assigned texts. |
| **Assessment(s)** | Venn/Foldable | | |
| **Reflection** | *(Add your own notes here.)* | | |